



Illinois State Board of Education

Jesse Ruiz, Board Chair
Dr. Christopher Koch, State Superintendent

Illinois report cards

Steering Committee Meeting - appendix

June 1, 2011

THE BOSTON CONSULTING GROUP

Appendix

- College & Career Readiness: ACT composite and subject-specific pros, cons
- IL student performance on ACT
- IL university ACT average percentile scores
- HS to College Success Report estimated coverage
- IL teacher ACT score coverage
- Example report cards – Chicago, Dallas, Seattle, NYC, LAUSD, South Carolina

Recommend reporting college & career readiness via ACT composite score, not subject scores after weighing pros, cons

Assess college and career readiness according to performance against an ACT composite benchmark (e.g. 20 or 21)

Pros

- Simple to understand by parents, other audience
- Allows for students to highlight strengths
 - e.g. someone intending to be a Math major may still do well in college despite weak ACT English score

Assess college and career readiness according to performance against ACT's subject specific benchmarks¹

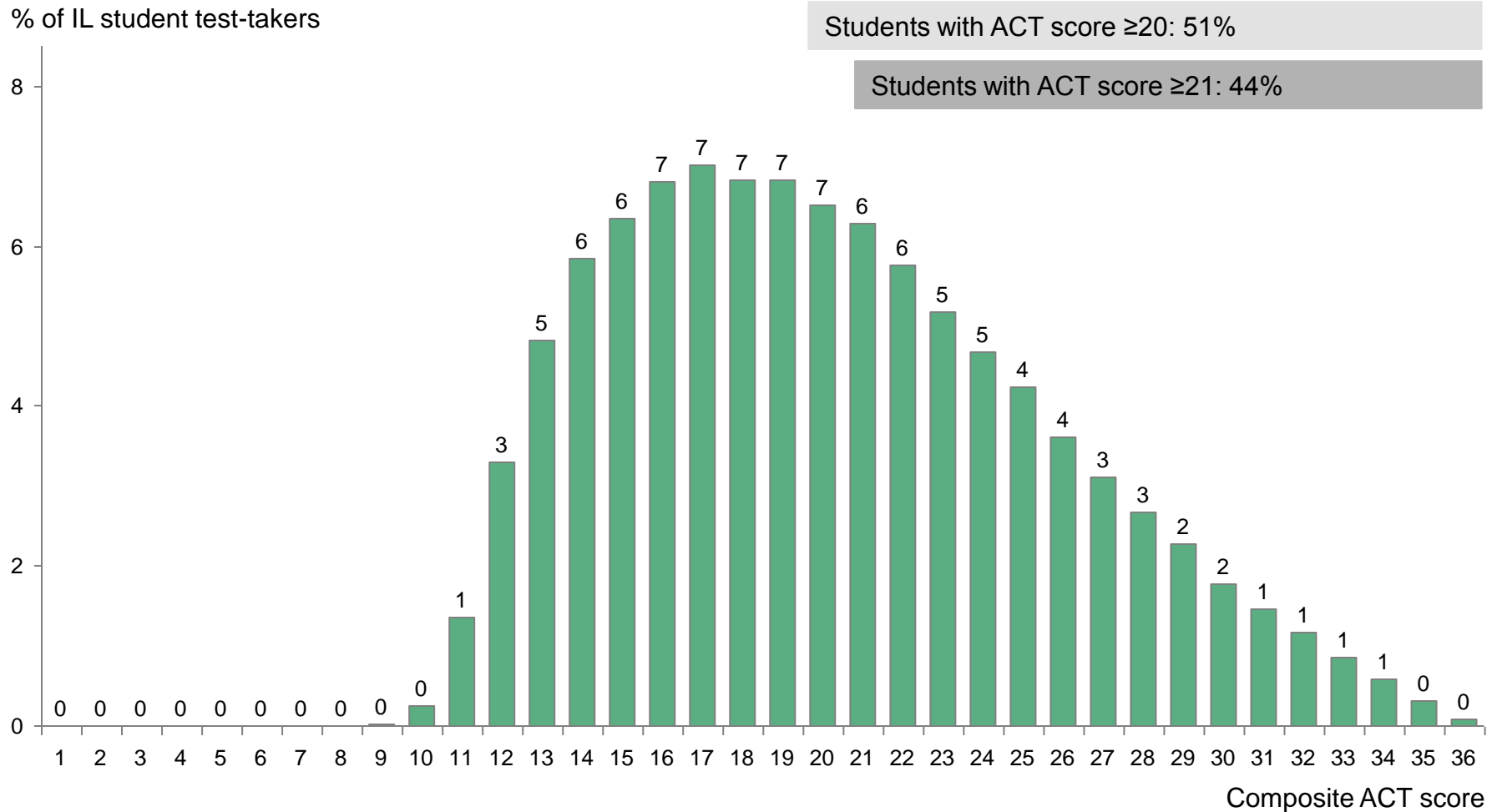
- Benchmarks supported by ACT research, longitudinal data
- Belief that most colleges assess ACT scores by subject

Cons

- No research consensus regarding composite college & career readiness benchmark
 - IL would have to 'make a call' and assess over time via longitudinal data
 - Belief that most colleges assess ACT scores by subject, not composite
- More complex for parents, other audience to absorb on report card one-pager
 - Some question validity of ACT benchmarks
 - Writing perceived too low – most scoring 18 would be enrolled in remedial courses and such students not included in study
 - Science perceived too high – S. Cordogan claims only science majors taking Biology sampled for science test

1. ACT's college and career readiness benchmarks are as follows: English = 18, Reading = 21, Math = 22, Science = 24.

Composite ACT performance: 51% of students scored ≥ 20 , 44% scored ≥ 21

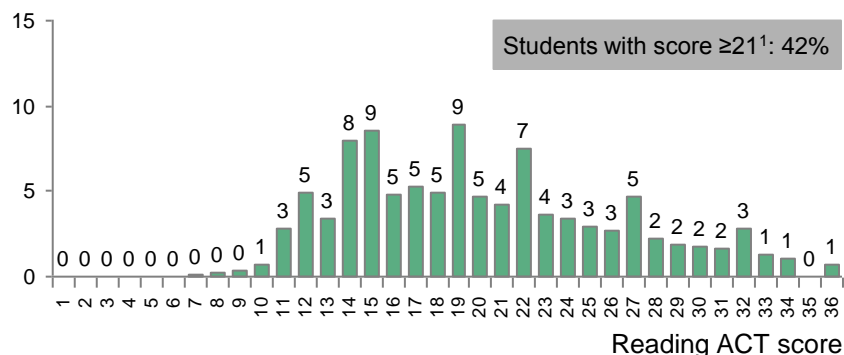


IL student performance on ACT subject-specific exams

Highlighting performance vs. ACT's subject-specific college & career readiness benchmarks

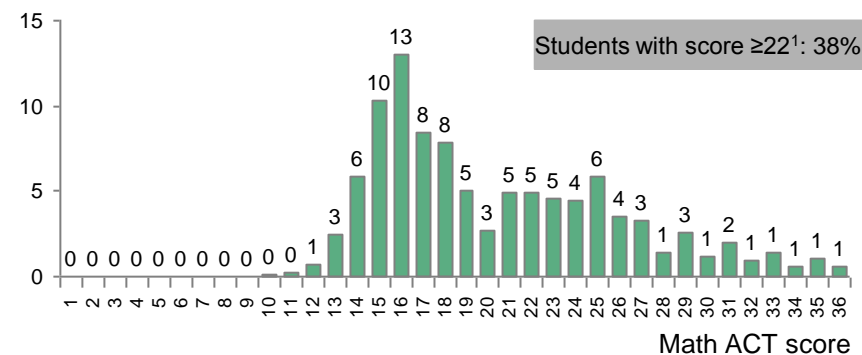
Reading ACT: 42% of students scored $\geq 21^1$

% of IL student test-takers



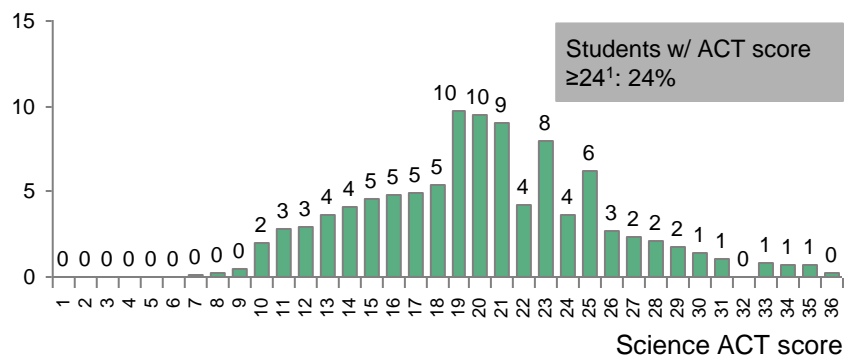
Math ACT: 38% of students scored $\geq 22^1$

% of IL student test-takers



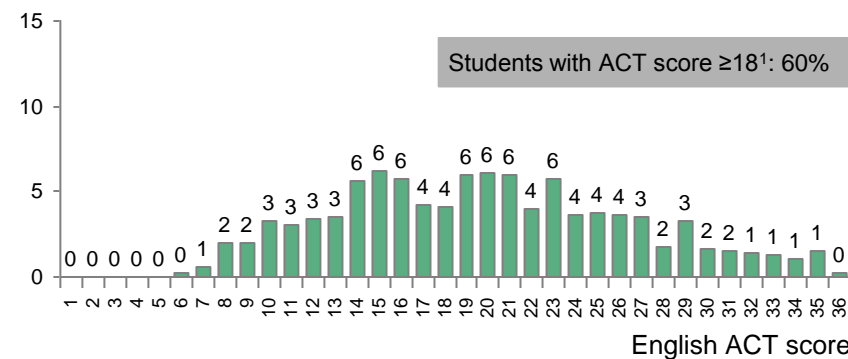
Science ACT: 24% of students scored $\geq 24^1$

% of IL student test-takers



English ACT: 60% of students scored $\geq 18^1$

% of IL student test-takers



1. ACT College & Career Readiness benchmark

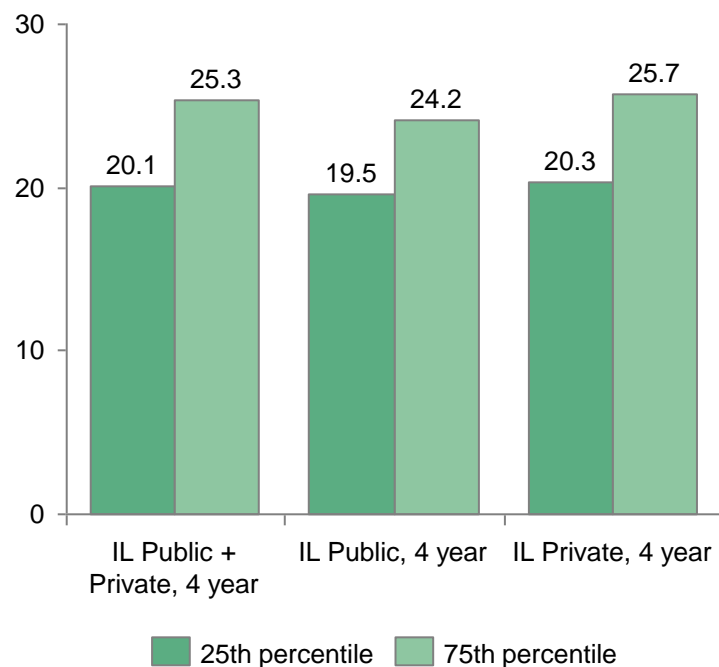
Note: ACT College & Career Readiness subject-specific benchmark. Reading = 21, Math = 22, English = 18, Science = 24

20 ACT appears sufficient for admission to most IL universities

Based on average of 25th percentile ACT scores, % of universities with 25th percentile score ≤ 20

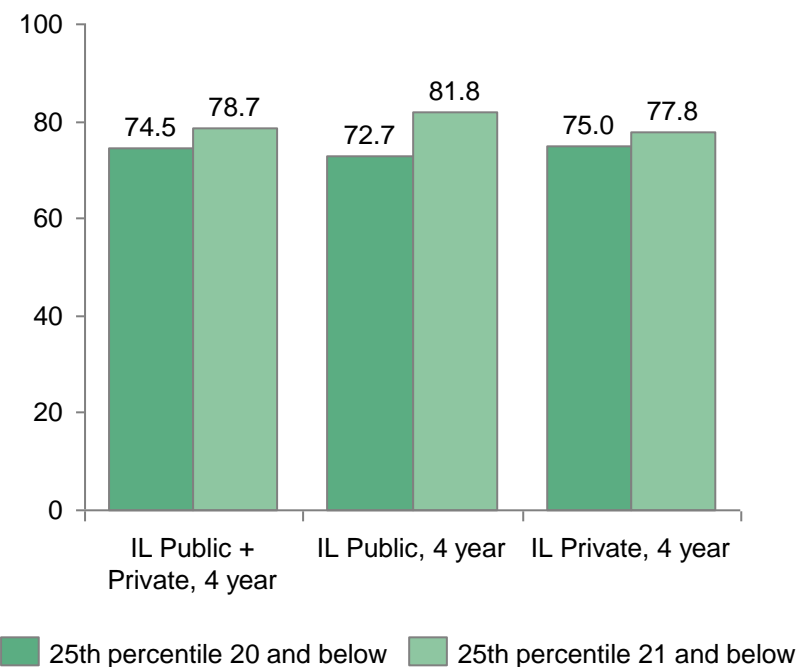
Average of composite 25th percentile scores is 20.1 across IL public and private universities

Average composite percentile score of fall 2010 entering students



And, nearly 75% of IL public and private universities have 25th percentile ACT scores ≤ 20

% of IL 4 year universities with 25th percentile composite ACT scores \leq given score



However, potential concerns about setting a benchmark at the 25th percentile

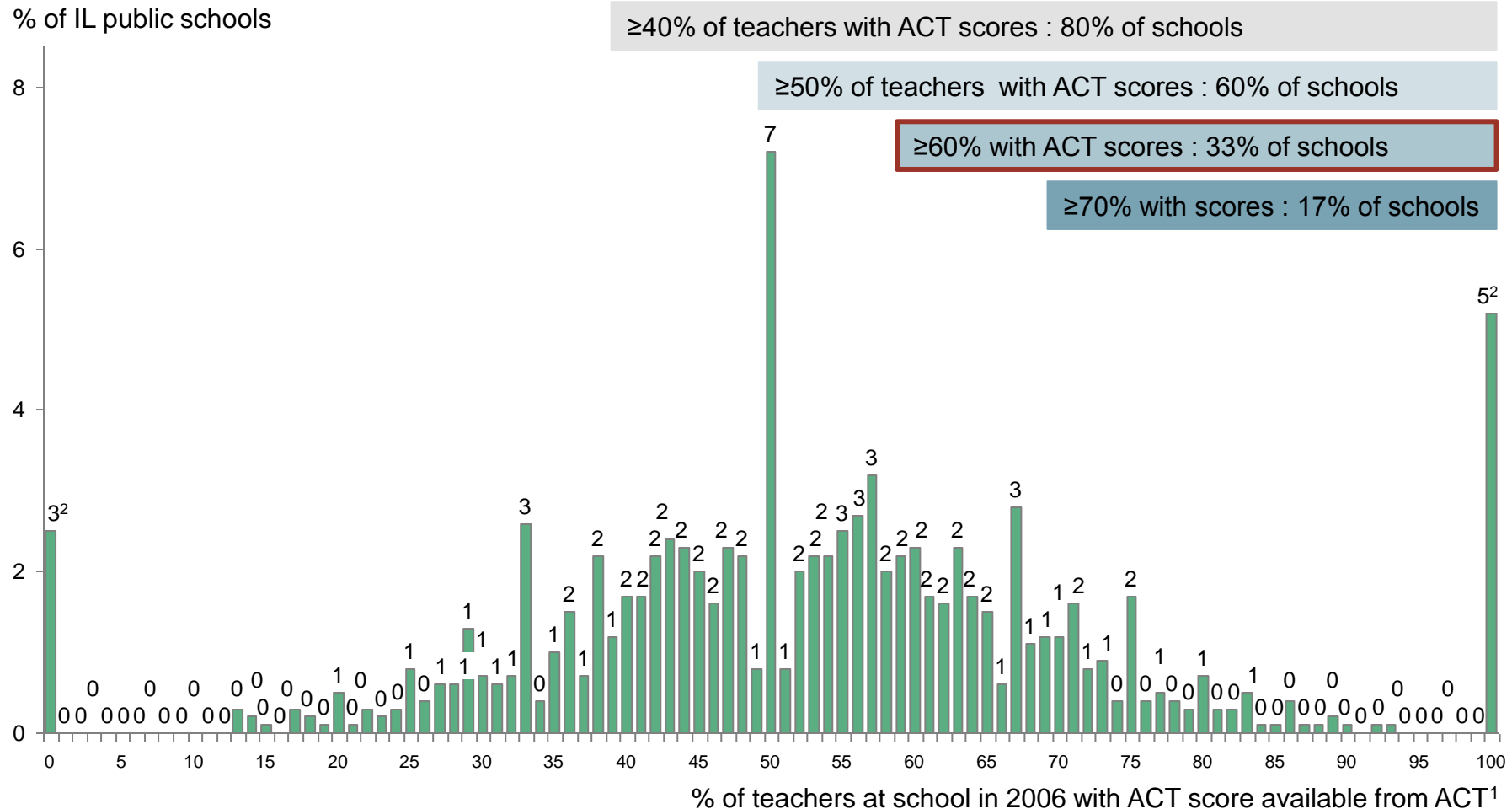
Note: Only 25th and 75th percentiles reported by universities to IPEDS.

Source: Fall 2010 IPEDS (provided by IBHE); includes 11 public universities and 36 private universities

110601 IL report card SCM vLTM appendix.pptx

Teacher ACT score coverage varies widely across schools

1/3 of schools have access to teacher ACT scores for at least 60% of their teachers



1. ACT matches teacher identifiers provided by ISBE to their ACT score database; scores are not available (i.e. no match occurred) either because a teacher didn't take the ACT or there was a match error due to missing records, typos, name changes from marriage, missed bubbles on ACT forms, etc. 2. Majority of schools have small number of teachers.
Source: IERC ITAC Data (ACT, 2006).

HS to College Success Report estimated to include 30-40% of IL HS graduates who attend post-secondary institutions

Institution type	IL first-time degree/ certificate-seeking undergrads			
	Scenario 1 ² (full-time / part-time split)		Scenario 2 ² (full-time / part-time split)	
	#	%	#	%
IL Community College	24,748	27%	24,748	27%
Full-time IL community college	9,693	11%	17,221	19%
Part-time IL community college	15,055	17%	7,527	8%
IL Public 4-yr+ college	21,887	24%	21,887	24%
Full-time IL public 4-yr+	19,131	21%	20,509	23%
Part-time IL public 4-yr+	2,756	3%	1,378	2%
IL Private Colleges ¹	26,569	29%	26,569	29%
Out-of-state institutions	17,249	19%	17,249	19%
Total	90,453		90,453	
% of IL HS graduates who attend post-secondary institutions included in report		32%		42%





Report will include first-time, full-time students at IL public 2 and 4 yr institutions

1. Includes for-profit and not-for-profit institutions. 2. Scenario 1 is based on split between full-time and part-time students in IL community colleges and public 4-yr+ institutions, not just first-time students (community colleges: 39% full-time and 61% part-time; 4-yr+: 87% full-time and 13% part-time). Scenario 2 is a sensitivity that reduces the part-time percentage by 50% (community colleges: 70% full-time and 30% part-time; 4-yr+: 94% full-time and 6% part-time).

Source: Includes Fall 2010 First-time degree/certificate-seeking undergraduate students who graduated from high school in the past 12 months who were considered IL resident at time of entry at degree-granting institutions of at least two years; includes all institutions of at least two-years that reported data to the Integrated Postsecondary Education Data System (IPEDS).

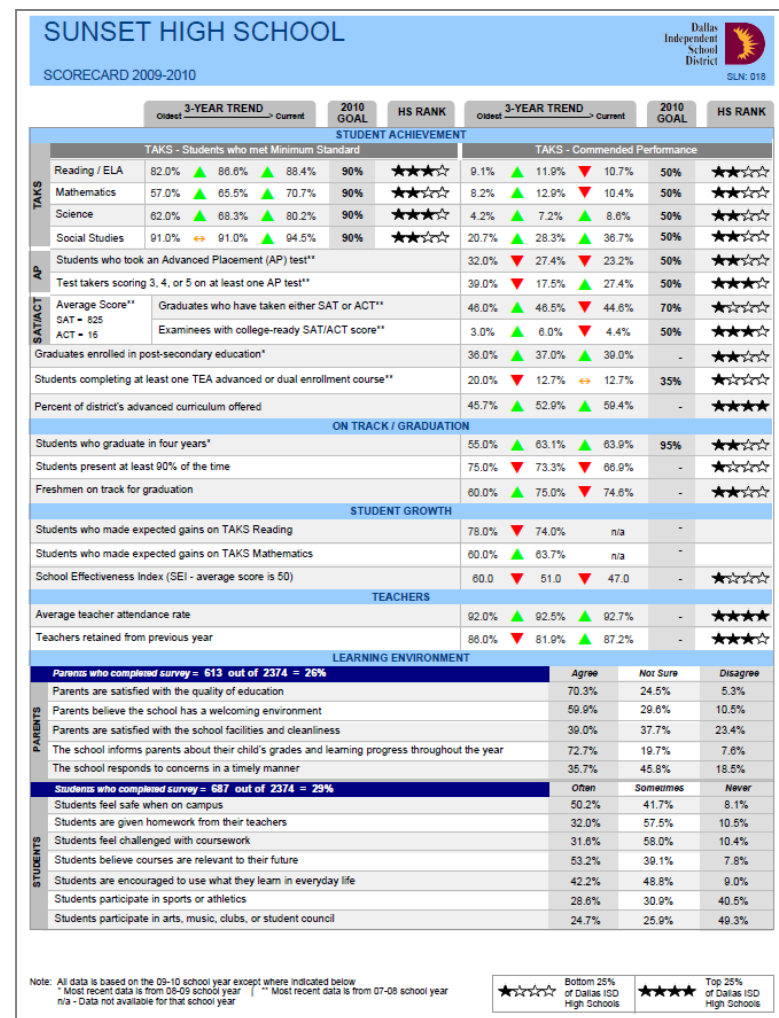
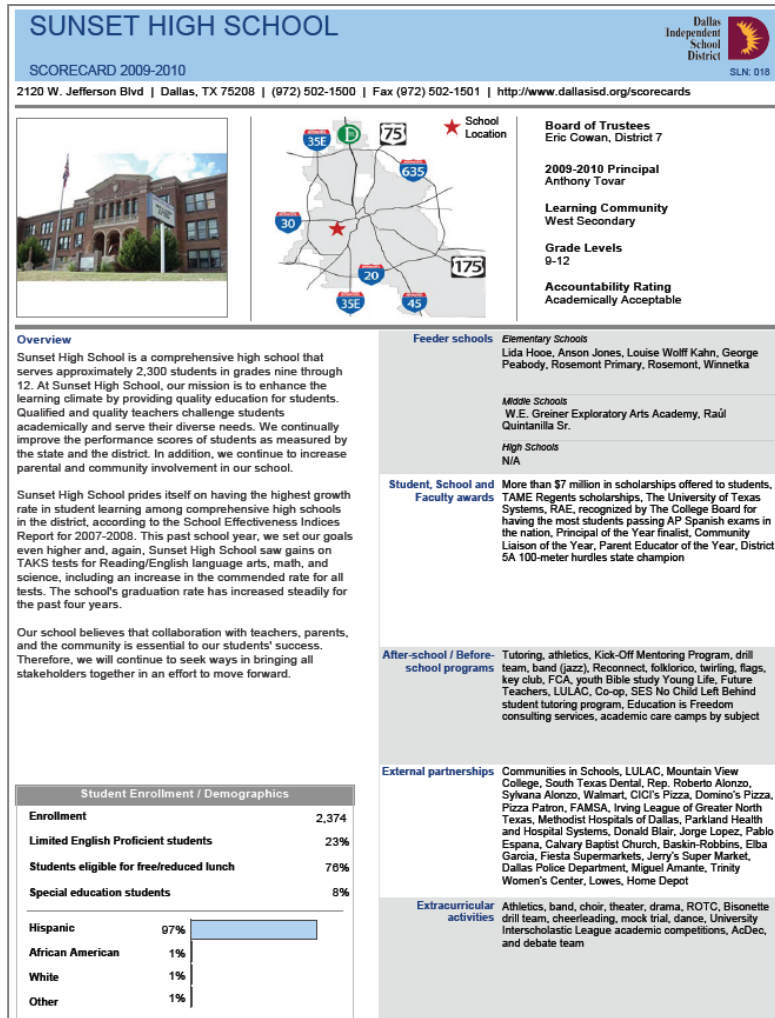
Chicago (prior version)

Includes score, CPS rank, and trends & benchmarks

Paul Robeson High School 6835 South Normal Blvd. · Chicago, IL 60621 · (773) 535-3800 SCHOOL SCORECARD		Data reflects 9-12 enrollment. Total Membership: 1,230 % ELL Membership: 0.0 % Special Education: 25.8	
	Score	CPS Rank	Trends & Benchmarks
 STUDENT OUTCOMES			
Freshman Graduating in Five Years	39%	54 of 58	<div>32</div> <div>35</div> <div>39</div> <div>2003</div> <div>2004</div> <div>2005</div>
Graduates Enrolled in College or Post-Secondary Education	38%	36 of 62	—
Employment Success (Under construction, available Fall 2006)	—	—	—
 ACADEMIC PROGRESS			
Average ACT	14.7	56 of 69	Illinois Average - 19.9
Students Making Expected Gains	38%	39 of 70	—
Meet/Exceed PSAE State Standards	8%	62 of 69	<div>5</div> <div>7</div> <div>8</div> <div>2003</div> <div>2004</div> <div>2005</div>
Students Enrolled in Advanced Placement Classes	3%	46 of 52	—
Students Scoring 3+ on Advanced Placement Exams	0%	27 of 27	—
Freshman On-Track to Graduate	40%	65 of 70	<div>42</div> <div>38</div> <div>40</div> <div>2003</div> <div>2004</div> <div>2005</div>
Made NCLB Adequate Yearly Progress	No	—	—
 STUDENT CONNECTION			
Average Days Absent per Student	45.2	78 of 81	—
Participation in Extracurricular Activities (Under construction, available Fall 2006)	—	—	—
Safe and Respectful School Climate (Under construction, available Fall 2006)	—	—	—
High Expectations and Support (Under construction, available Fall 2006)	—	—	—
 SCHOOL CHARACTERISTICS			
Highly Qualified Teachers	78%	61 of 76	—
Average Days Absent per Teacher (Under construction, available Fall 2006)	—	—	—
School Cleanliness (Under construction, available Fall 2006)	—	—	—

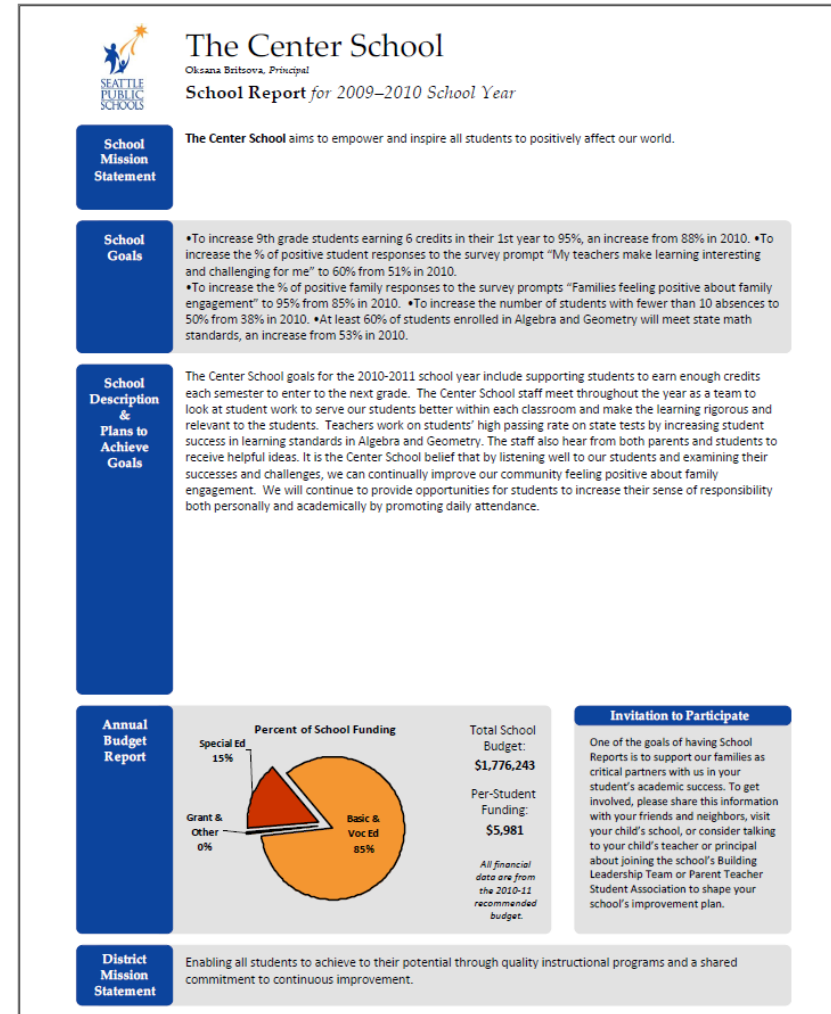
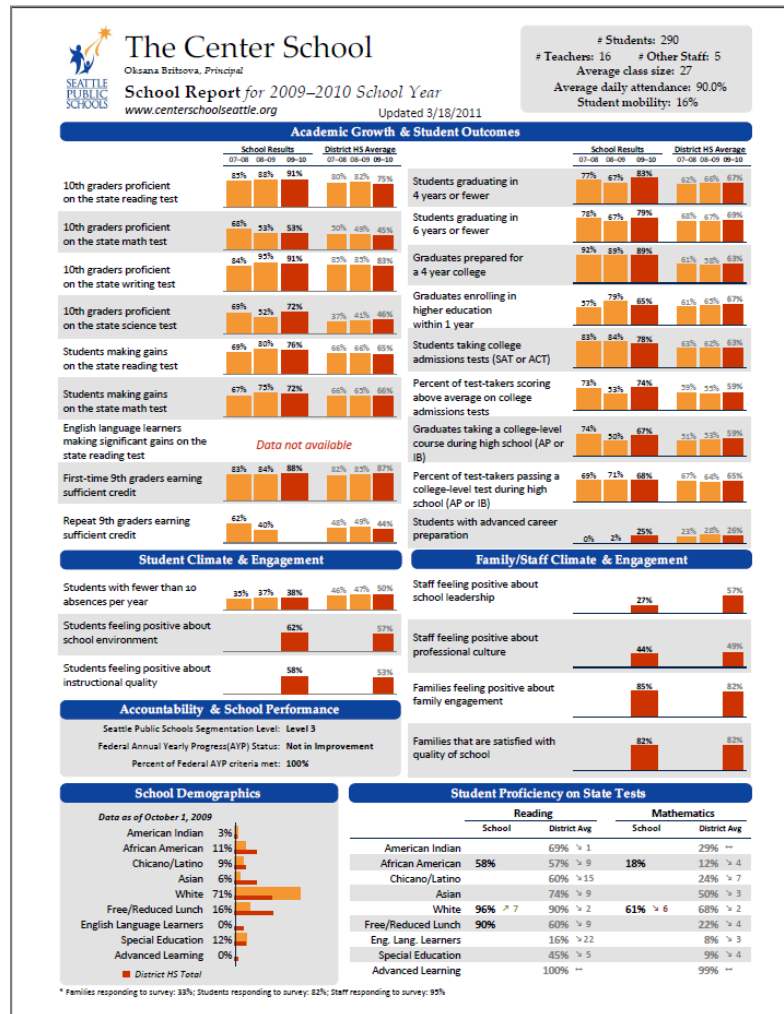
Dallas

Includes 3-year trend with arrows to communicate increases or decreases and 2010 goal and rank



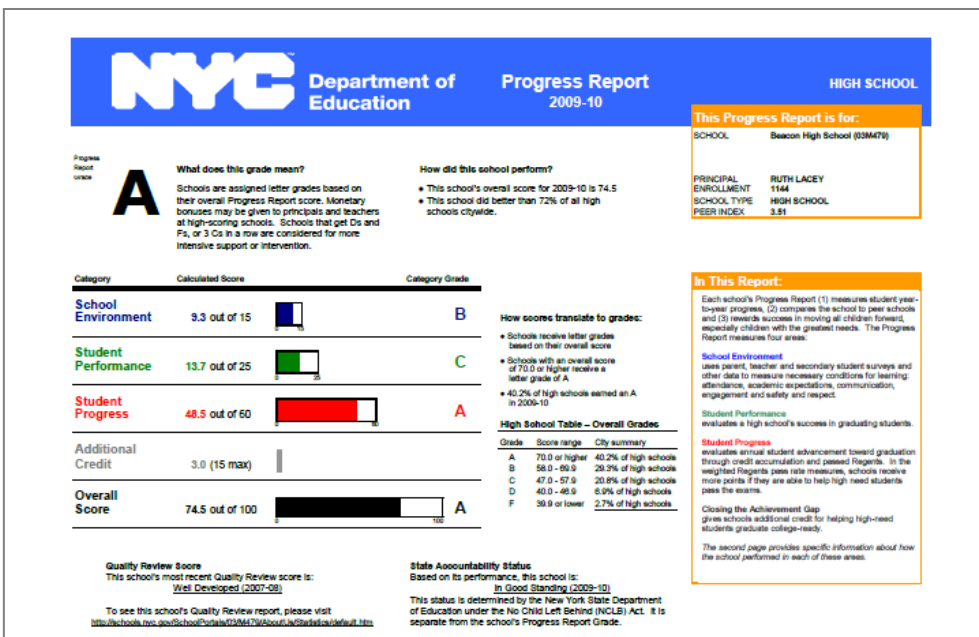
Seattle

Bar charts highlight 3-year trend for school and district average



NYC (1 of 2)

Front page provides overall performance and peer school explanation



Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students achieve exemplary outcomes. In high school, our ultimate goal is for all students to graduate ready for college. Accordingly, schools can earn additional credit based on the weighted diploma rate of high needs students, which gives higher weight to students with more college-ready diplomas such as Regents and Advanced Regents.

Schools can also earn additional credit based on the percentage of students, in the lowest third citywide who score a 75 or higher on the English Regents or on a Math Regents. Students with these scores are more likely to be able to attend a four-year University without the need for remedial classes.

This component can only improve a school's Progress Report grade. It cannot lower a school's grade.

Credit	Exemplary Outcomes	Additional Credit Category
		Weighted 4-Year Diploma Rate
-		English Language Learners
+3	384.6%	SETSS / CTT / Self-Contained Students
-		Students in the Lowest Third Citywide
		Lowest Third Citywide
-		Scored 75 or Higher on the ELA Regents
-		Scored 75 or Higher on the Math Regents

(-) Indicates less than the minimum number of students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For High Schools, peer schools are determined based on four factors: 1) the average ELA and Math proficiency levels of the school's students before they entered High School, 2) the percentage of special education students, 3) the percentage of self-contained special education students, and 4) the percentage of students who enter high school 2 or more years overage. A lower peer index indicates a higher need population.

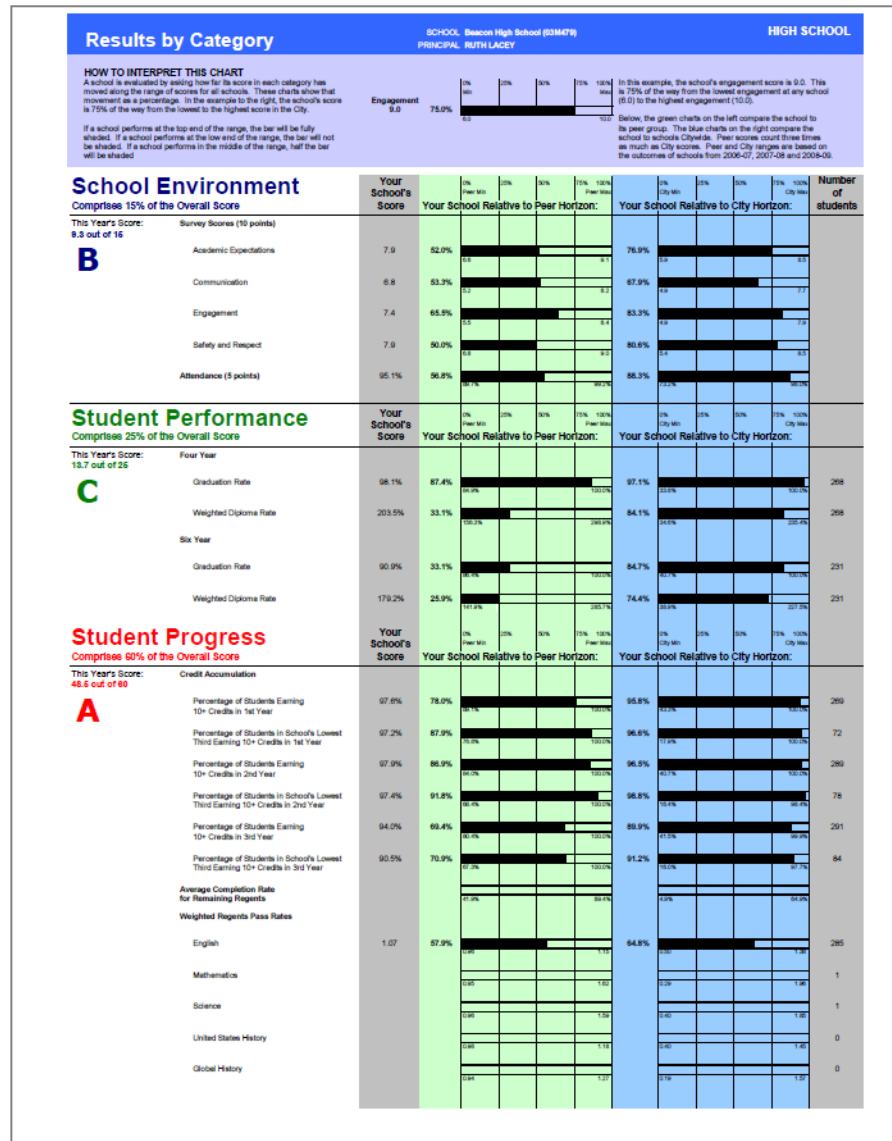
The peer schools for Beacon High School are:

DBN	School Name	DBN	School Name
250225	Townsend Harris High School	03M411	Baruch College Campus High School
103445	Stony Brook High School of Science	300201	Frank Stevens School of the Arts High School
310505	Staten Island Technical High School	280284	York Early College Academy
290087	Queens High School for the Sciences at York College	03M418	Millennium High School
018699	Beard High School Early College	028276	NYC School
13K430	Brooklyn Technical High School	170250	Melrose Park College Preparatory School
100590	High School of American Studies at Lehman College	13K070	Benjamin Franklin Academy
084992	High School for Mathematics, Science and Engineering	220255	Brooklyn College Academy
270233	Scholar's Academy	03M401	Manhattan / Hunter Science High School
240298	Beard High School Early College II	03M408	Professional Performing Arts High School
03M405	Paralel H. LaGuardia Charter School of Music & Art	840704	Kipp Academy Charter School
140440	Brooklyn Latin School, The	170543	Science, Technology and Research Early College High Sch
840355	Williamburg Collegiate Charter School	02M412	N.Y.C. Lab School for Collaborative Studies
03M410	Elmer Roosevelt High School	300286	Young Women's Leadership School, Atlanta
300260	Bowdoin College School for Global Education	270280	High School for Construction Trades, Engineering and Arch
84M336	Kipp Infinity Charter School	84M709	Hatfield Village Academy Charter School
01M339	New Exploration Into Science, Technology and Math	02M419	Talent Unlimited High School
220255	Liam M. Golden High School for the Sciences	120478	THE CHENNAI SCHOOL
290600	Queens Gateway to Health Sciences Secondary School	220405	Milwood High School
84M335	Leadership Village Academy Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools. If you have any questions or comments about the Progress Report, please visit <http://schools.nyc.gov/Accountability/Tools/ReportDefault.htm> or send us an email at pr_support@schools.nyc.gov.


NYC (2 of 2)


One-pager includes school performance and comparisons to peer and city horizon



Los Angeles (1 of 2)

Use of varied displays (data points, graphs), 2 year trends, and district average


Los Angeles Unified School District



SCHOOL report card

Dear High School Parent or Guardian,

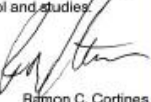
The LAUSD School Report Card is a valuable tool to help parents. It contains important information about your child's school and resources to help you support your child's learning.

Developed by parents, community partners and the District, the School Report Card can help you better understand the school community. It helps you ask questions about how the school prepares your child for college and career, such as

- Is my child on track to graduate on time?
- Has my child passed A-G courses required for college?
- Does my child's school have a positive learning environment?

The graduation rate in the District is improving, but it is not what we want it to be. We want all our students to graduate. Together, we can guide them along the pathway to success in school and in life.

We are here to help you and your child in every way we can. We are working to develop improved measures of your school's progress. We welcome your questions and comments about your child's school and studies.


Ramon C. Cortines
 Superintendent

LAUSD Students Graduating in Four Years

Category	Percentage
A. 9th graders enrolled in fall 2006	100%
B. Those graduating in 2010	55%
C. Those still working toward a diploma in 2010-11	6%

ELENA BROWN
Principal

100% 55% 6%

A B C

A. 9th graders enrolled in fall 2006
B. Those graduating in 2010
C. Those still working toward a diploma in 2010-11

LOS ANGELES SENIOR HIGH

The Academic Performance Index (API) is a score California gives each school based on student test scores. 800 is the target API score; 1000 is the maximum.

API Score 2009-2010 **623** Change from 2008-2009 ▲ **59**

► How many students are at this school? **2,980**

PROGRESS

► How are students moving toward high school graduation?

To graduate, students must earn 230 course credits, complete required courses, and pass the California High School Exit Exam (CAHSEE).

How many students are moving from ...	2008-09	2009-10	LAUSD Average
...9th to 10th grade (55 credits)?	47%	52%	62%
...10th to 11th grade (110 credits)?	58%	70%	71%
How many students are ...			
...passing the CAHSEE in the 10th grade?	50%	63%	64%

► Are students meeting California standards in English language arts and math?

Students in grades 2-11 are tested annually to assess their achievement of state content standards. California Standards Test (CST) scores fall into 1 of 5 performance levels. The state's goal is for all students to score proficient or advanced, the top 2 performance levels.

Students scoring at the proficient or advanced performance level in ...	2008-09	2009-10	LAUSD Average
English language arts	20%	24%	37%
Math	8%	9%	17%

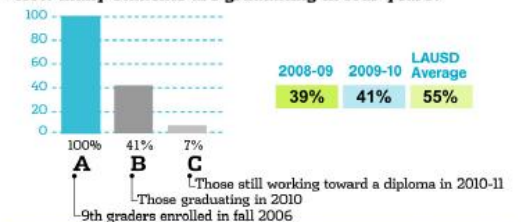
► How much Academic Growth over Time did the school make on standardized tests?

A method known as value-added analysis helps us know how much students have progressed on standardized tests from one year to the next. Academic Growth over Time is a more accurate assessment of students' progress than what we have reported in the past because it considers students' previous test results in the analysis. This spring, LAUSD will publish Academic Growth over Time results. Look for this information for your school online at <http://lausd.net>. Also, learn more about this method at sae.lausd.net.

**Data not shown when the number of students is 10 or less to protect student privacy and ensure statistical accuracy, or when data are not available.

READINESS

► How many students are graduating in four years?



► How are students preparing for college and career?

Below are three goals to help your student prepare for entrance into California's public colleges or for a chosen career. At a minimum, to be eligible for a University of California (UC) or California State University (CSU), students must pass a specific set of 15 college preparatory courses (known as A-G courses) and take college entrance exams. For a complete list of certified A-G courses in your child's school, go to www.uccp.edu/doorways.

1 Achieve a "C" or better in all A-G courses

College eligibility improves with a higher Grade Point Average (GPA).

Graduates passing all A-G courses with a "C" or better	2008-09	2009-10	LAUSD Average
Students on track to complete A-G requirements with a "C" or better	13%	12%	25%
	**%	14%	26%

2 Take the ACT or SAT by 12th grade and achieve a minimal score

College eligibility improves with higher college entrance exam scores.

Students who took the SAT or ACT	2008-09	2009-10	LAUSD Average
Students achieving at least 1400 on the SAT or 19 on the ACT	39%	40%	43%
	25%	33%	41%

3 Achieve a "C" or better in Advanced Placement (AP) courses

College eligibility improves with additional AP courses passed with a "C" or better.

Students taking at least one AP course	2008-09	2009-10	LAUSD Average
Enrolled and passing with a "C" or better	11%	12%	15%
	81%	84%	86%
Number of unique AP subject courses offered (33 approved courses statewide)	18	16	12

Additional career metrics will be made available in future years.

Los Angeles (2 of 2)

Parent survey, demographic information primarily snapshots; performance often 2 year trends

LEARNING environment

► What is it like to be at this school?

In 2009-10, students, staff, and a random sample of parents were surveyed about their experiences at this school. Here is what they told us...

Students:	Number (percent) responding:	1,681 (67%)
What we are learning takes a lot of thinking.		71%
Adults at this school know my name.		66%
My school is clean.		44%
I feel safe on school grounds.		76%
Parents:	Number (percent) responding:	122 (20%)
I feel welcome to participate at the school.		88%
The school offers me opportunities to participate in councils, parent organization.		89%
I talk with the teacher about my child's schoolwork.		29%
My child is safe on school grounds.		64%
Staff:	Number (percent) responding:	142 (46%)
I get the help I need to communicate with parents.		71%
I am proud of this school.		69%
My school is clean.		54%
I feel safe on school grounds.		90%

For more information on the survey results, go to <http://reportcardsurvey.lausd.net>.

► What is the highest level of education students PLAN to complete?

Students responding: 1,596

High school	11%	2-year college	8%	Graduate school	23%
Vocational school	1%	4-year college	36%	Unsure of plans	18%

► What are other important things to know about this school?

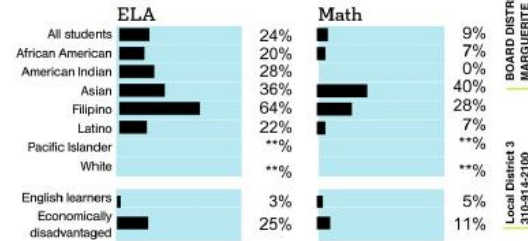
	2008-09	2009-10	LAUSD Average
Students suspended one or more times	4%	4%	6%
Teachers at this school for at least 3 years	84%	82%	78%
Staff with 96% or higher attendance*	53%	52%	59%
Students with 96% or higher attendance*	47%	40%	53%
Academic courses taught by an NCLB highly qualified teacher	91%	95%	90%

*96% attendance is equal to 7 days absent

3

STUDENT groups

► What percentage of students is scoring proficient or advanced across student groups?



BOARD DISTRICT 1
MARGUERITE LANOTTE
Local District 3
310-914-2100
ID 1019

► How are historically under-served students performing?

This section shows information about three major student groups (African Americans, students in special education and English learners) who have to meet performance targets in English language arts (ELA) and Math.

African Americans scoring proficient or advanced in...	2008-09	2009-10
English language arts	19%	20%
Math	4%	7%
Students in special education scoring proficient or advanced in...	2008-09	2009-10
English language arts	2%	4%
Math	0%	1%

English learners must achieve 3 goals to be reclassified as fluent English (RFEPL): 1. Score proficient on the California English Language Development (CELDT) 2. Show basic skills on the California Standards Test (CST) 3. Be recommended by the school by passing English courses with a "C" or better

English learners...	2008-09	2009-10
1...scoring proficient on the CELDT*	25%	42%
2...scoring basic or above in ELA	12%	25%
3...passing English courses with "C" or better	**%	52%

*Data shown when school has at least 30 students classified as EL for 5 or more

LEARN more

► Who are the students at this school?

► Total number of students enrolled: 2,980

► Percentage of students enrolled who are...

African American	10%	Gifted and talented	7%
American Indian	0%	Students with disabilities	12%
Asian	10%	English learners	32%
Filipino	2%	Reclassified fluent	41%
Latino	77%	English proficient	75%
Pacific Islander	0%	Economically disadvantaged	75%
White	1%	Students entering and leaving	36%

► What is Adequate Yearly Progress (AYP) and Program Improvement (PI) Status?

A school must meet targets under No Child Left Behind (NCLB) on standardized tests and graduation rates for all students and for certain groups (economically disadvantaged students, students with disabilities, English learners, and students in different ethnic groups).

Did this school meet AYP requirements? No
How many requirements did the school meet? 10
...out of a possible 18

A Title I school is in **Program Improvement (PI)** status when it does not meet AYP requirements two years in a row. When this happens, an intervention plan is designed to help the school meet its requirements. Parents are notified when a school enters PI status. You may view a copy of your school's plan at your school.

What was the school's PI status as of November 1, 2010? Year 5

► How are students performing in magnet centers and/or small learning communities (SLC)?

	ELA	Math
Magnet Center and/or SLC		
LA MATH/SCI MAG	48%	28%
LASH-COLLEGE GATEWAY	20%	7%
LASH-COMM/ED/TECH	7%	

GET involved

► What you can do as a parent...

As a parent, you play a critical role in your child's success in school. Aside from teachers and counselors, the school principal is someone every parent can talk to at the school. Many schools also have a parent center with additional resources for parents.

The principal of this school: ELENA BROWN
The school phone number: 323-900-2700
The parent center phone number: 323-900-2700
www.lausd.k12.ca.us/Los_Angeles_HS/

► Get more involved...

The LAUSD Parent Community Services Branch can help you get connected to a variety of resources designed to help you get involved.

LAUSD Parent Community Services Branch
(866) 669-7272
www.lausd.net/parent-services

► What you can do as a parent of an English learner...

If you have further questions regarding an English learner, or would like information on how you can get involved, contact the Language Acquisition Branch.

Language Acquisition Branch
(213) 241-5582

www.lausd.net > offices > Language Acquisition Branch

► What you can do as a parent of a student in special education...

If you have further questions regarding a student in special education, or would like information on how you can get involved, contact the Division of Special Education.

Division of Special Education
(213) 241-6701
<http://sped.lausd.net>

► To access data on your student's progress...

Contact your school to find out how to get access to the Integrated Student Information System (ISIS) Family Module. You may access the tool at...

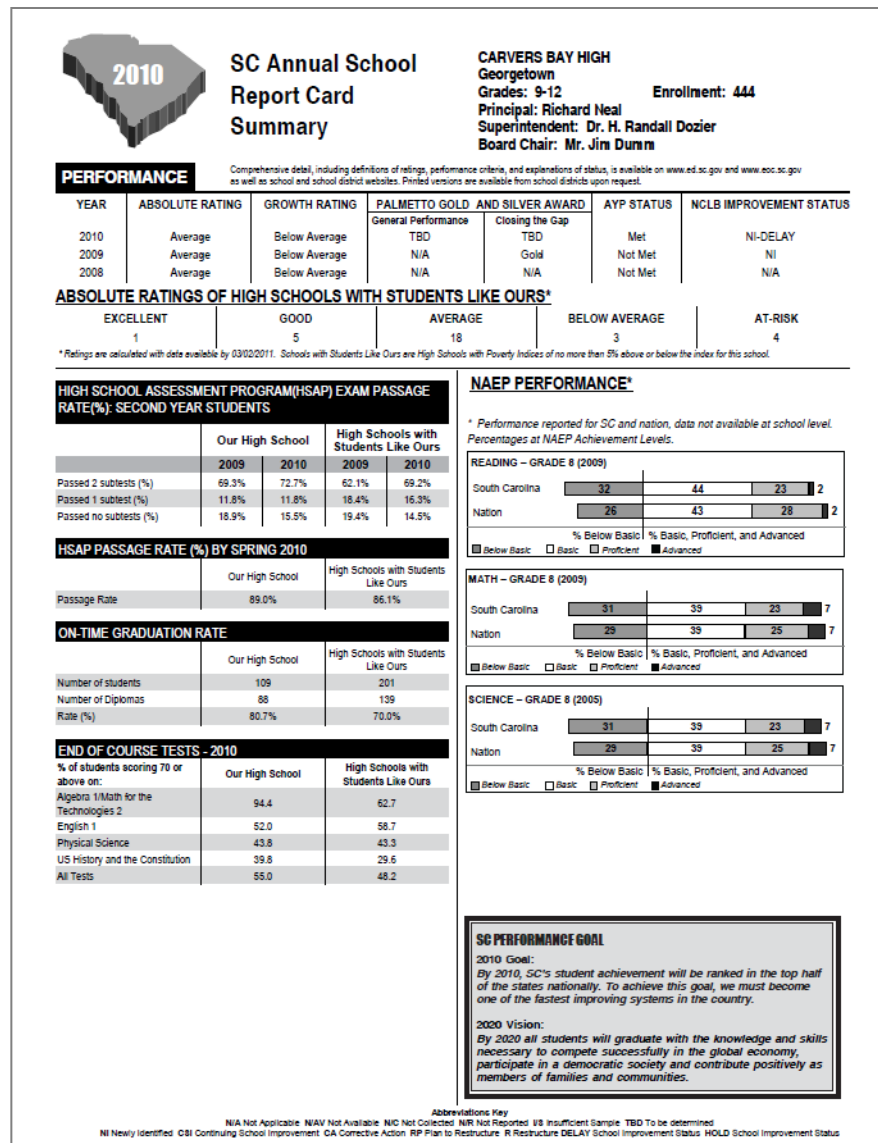
<http://family.lausd.net>

5

6

South Carolina (1 of 2)

Compares school performance to 'high schools with students like ours' and NAEP scores to nation



South Carolina (2 of 2)

'Environment' metrics include school percentage, change from last year, peers, median high school

CARVERS BAY HIGH [Georgetown]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=444)				
Retention rate	6.1%	Down from 10.9%	3.9%	3.7%
Absenteeism rate	84.2%	Down from 84.7%	84.4%	85.4%
Eligible for gifted and talented	14.8%	Up from 12.8%	6.9%	12.4%
With disabilities other than speech	13.5%	Down from 15.1%	14.3%	12.8%
Older than usual for grade	15.5%	No Change	11.2%	9.1%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 1.9%	0.9%	1.1%
Enrolled in AP/IB programs	15.9%	Up from 7.0%	8.7%	13.1%
Successful on AP/IB exams	25.0%	Not	24.8%	50.4%
Eligible for LIFE Scholarship	28.9%	Down from 30.6%	27.8%	30.4%
Annual dropout rate	1.4%	Up from 1.2%	3.0%	3.1%
Career/technology students in co-curricular organizations	15.9%	Up from 6.2%	4.4%	2.2%
Enrollment in career/technology courses	273	Down from 325	320	424
Career/technology students attaining technical skills	95.2%	Up from 92.4%	72.2%	75.7%
Teachers (n=41)				
Teachers with advanced degrees	45.3%	Down from 47.6%	57.9%	60.4%
Continuing contract teachers	63.4%	Down from 66.7%	69.7%	76.6%
Teachers with emergency or provisional certificates	13.9%	Down from 17.5%	11.9%	6.5%
Teachers returning from previous year	88.2%	Up from 86.3%	83.7%	86.8%
Teacher attendance rate	95.2%	Down from 95.4%	95.8%	95.8%
Average teacher salary*	\$47,243	Down 3.3%	\$45,472	\$47,390
Classes not taught by highly qualified teachers	6.1%	Up from 2.4%	3.9%	2.8%
Professional development days/teacher	7.5 days	Down from 12.5 days	10.1 days	10.0 days
School				
Principal's years at school	1.0	Down from 2.0	3.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 21.9 to 1	22.7 to 1	25.8 to 1
Prime instructional time	87.4%	Down from 88.4%	88.4%	90.1%
Dollars spent per pupil**	\$11,658	Up 4.1%	\$8,704	\$7,974
Percent of expenditures for teacher salaries**	49.0%	Up from 46.9%	53.6%	55.4%
Percent of expenditures for instruction**	54.6%	Up from 53.3%	59.6%	60.4%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	91.3%	Down from 99.8%	96.0%	96.0%
Character development program	Excellent	Up from Good	Good	Good
% of AYP objectives met	100.0%	Up from 53.8%	62.4%	69.2%

* Length of contract = 180+ days

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	71	10
Percent satisfied with learning environment	90.0%	84.1%	90.0%
Percent satisfied with social and physical environment	92.5%	89.2%	80.0%
Percent satisfied with school-home relations	55.0%	93.8%	90.0%

*Only students at the highest high school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

Abbreviations Key

N/A Not Applicable NIAV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status
 SBL01-01-001000

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carvers Bay High School (CBHS) is a comprehensive high school located in rural Georgetown County, South Carolina. Our community consists of many single family households. The unemployment rate continues to increase and forces families in this area to move away to find employment. The school is in its fourth year of the Teacher Advancement Program (TAP) initiative and has improved the achievement gap for 2009-2010. Carvers Bay received the state Palmetto Gold Award for closing the achievement gap. The school's building construction and agricultural science programs are on the cutting edge by challenging our students with hands-on experience and providing them with life skills.

Carvers Bay High's challenge is to increase the number of students that meet readiness standards for postsecondary education, the workplace, and the military by adopting a culture of high expectations through a more rigorous curriculum.

Future goals include increasing the number of AP classes offered to our students, providing students with the opportunity to have more challenging academic classes, partnering with community civic organizations to provide opportunities for students to participate in service learning projects, as well as, developing a working plan where teachers will have collaborative planning time within the school and with the feeder middle school. We will continue to build a strong relationship with district and community in our commitment to improving student achievement.

Sincerely,
Richard Neal, Principal

Aminia Bromell
School Improvement Council Chair